



Aston Tower Primary School PSHE Curriculum Overview 2023-24

NURSERY					
AUTUMN		SPRING		SUMMER	
Self-Regulation	<p>To focus during short group or whole class learning with support.</p> <p>To recognise the emotions happy and sad with support using a picture cue.</p> <p>Being able to understand how others might be feeling.</p>	<p>To recognise the emotions such as happy, sad, angry or worried about a picture cue.</p>	<p>To focus during short group or whole class learning.</p> <p>To begin to use words such as happy, sad and angry to talk about their feelings.</p>	<p>To use words such as happy, sad and angry to talk about their feelings.</p> <p>Being able to understand how others might be feeling and discuss it.</p>	<p>To focus during short group or whole class learning.</p> <p>To follow one-step instructions.</p>
Managing-Self	<p>To hang up coat independently.</p> <p>To explore the indoor and outdoor environment with support.</p> <p>To know where the toilet is and go independently most of the time.</p> <p>To begin to wash and dry hands after the toilet and at other points during the day.</p> <p>To select a healthy snack and drink during the day.</p> <p>To self-register using their name card.</p> <p>To begin to understand the routines of the day such as group times and tidy up time (using visual support if required).</p>	<p>To know where the toilet is and go independently</p> <p>To begin to understand about healthy food and drink choices.</p> <p>To begin to understand how tooth brushing helps health and wellbeing.</p> <p>To begin to put coat on independently.</p> <p>To explore the indoor and outdoor environment with growing confidence.</p> <p>Follow the simple routines of the day (using visual aids if required)</p>	<p>To hang up and select coat independently.</p> <p>To develop preferences for activities and resources and begin to select them.</p> <p>To wash and dry hands after the toilet and at other points during the day with a few reminders.</p>	<p>To select activities and resources independently with help (if needed).</p> <p>To follow the rules without a reminder.</p> <p>To understand how tooth brushing helps health and wellbeing.</p>	<p>To wash and dry hands after the toilet and at other points during the day independently.</p> <p>To put on coat independently and begin to do the buttons or zip it up.</p>
Building Relationships	<p>To play alongside another child, with support.</p> <p>To begin to share resources and tidy up the nursery.</p> <p>To know who their key adult is.</p>	<p>To play alongside a group of children, with support</p> <p>To seek adult support to solve conflicts or when needing support.</p>	<p>To seek adult support to solve conflicts and solve it alongside adult.</p> <p>To share resources and tidy up the nursery.</p>	<p>To play alongside a group of children independently.</p> <p>To show confidence with adults from around the school visiting the setting.</p>	<p>To play alongside a group of children independently, extending and elaborating play ideas.</p> <p>Talk with others to solve conflicts.</p>

	<p>To seek out support from an adult when needed.</p> <p>To know who their key group is and join the group with support.</p>	<p>To try new activities (i.e. going on a local educational visit).</p>			<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own personal hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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RECEPTION						
AUTUMN			SPRING		SUMMER	
Self-Regulation	To recognise different emotions.	To express feelings appropriately.	To focus during longer whole class lessons.	To express feelings appropriately and consider the feelings of others.	To work towards a simple goal.	To follow more complex instructions.
	To focus during short whole class activities.	To begin to understand our school values.	To follow two step instructions.			To express feelings appropriately and consider the feelings of others when faced with challenges.
	To follow one-step instructions.	To begin to consider the feelings of others.				ELG: -Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
Managing-Self	To put on a coat independently.	To know about and talk about how tooth brushing helps health and wellbeing.	To know about and talk about how regular physical activity helps health and wellbeing.	To know about and talk about how sensible amounts of 'screen time' helps health and wellbeing.	To spend a sustained period of time on an activity of their choosing.	To put on a coat independently, including zipping and buttoning it up.
	To explore the indoor and outdoor environment independently.	To know about and talk about how a good sleep routine helps health and wellbeing.	To know about and talk about how healthy eating helps health and wellbeing.	To practise doing up a zipper (i.e. on a coat).	To know about and talk about how healthy eating helps health and wellbeing.	To spend a sustained period of time on an activity of their choosing even when faced with a challenge (including showing perseverance and resilience).
	To use the toilet independently.	To talk about a safe pedestrian and road safety.	To discuss and know the difference between right and wrong.	To practise doing buttons (i.e. on a coat).		ELG: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	To wash hands independently.	To try new activities.		To know about and talk about how healthy eating helps health and wellbeing.		

						<ul style="list-style-type: none"> -Explain the reasons for rules, know right and wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> To understand they are part of a class. To begin to take turns. To gain confidence to speak to peers and familiar adults. 	<ul style="list-style-type: none"> To form positive relationships and begin to develop friendships. To have positive relationships with all reception staff. 	<ul style="list-style-type: none"> To see themselves as a valuable individual. To take turns with a little support. 	<ul style="list-style-type: none"> To co-operate a part of a group (i.e. when completing an activity). 	<ul style="list-style-type: none"> To think about the perspective of others. To take turns independently. To begin to develop relationships with other adults around the school. 	<ul style="list-style-type: none"> To have and be able to discuss friendships. ELG: <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and others' needs.



YEAR 1		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none">• I know that caring families are important because they give love and are safe.• I can begin to talk about my mental and physical health.• I can begin to talk about what foods make up a good diet and how they help to keep me healthy.• I can talk about some ways I can get regular exercise to keep my body and mind fit.• I know how to clean my hands properly and how to this keeps us healthy.• I know that some people do not have the things they need.• Know how to help communities and groups that I belong to.• I can recognise and name a range of different emotions and feelings.• I can talk about manners and when we should use them.• I can talk about things that would make others feel upset or unhappy. I know that these things are wrong to do.• I can show respect to others, including friends and adults, by listening and being kind.• I know a caring friend makes me feel happy.	<ul style="list-style-type: none">• I can say why having a good sleep every night keeps my body and mind healthy.• I can understand other people's feelings and give reasons for why they might feel that way.• I know who to talk to if I am feeling worried or a friend is feeling worried.• I can begin to talk about how to deal with feelings in a positive way.• I can begin to talk about different emotions and when we might feel them.• I know that healthy friendships make others feel welcomed and happy. I know how to be a good friend.• I know that I should not talk to adults that I do not know.• I know that people should not hurt me.• I know who I should talk to if someone is hurting me.	<ul style="list-style-type: none">• I understand what makes a healthy meal (this will be taught through the DT food theme)• I know that being safe with friends means that I keep my hands to myself (safe boundaries)• I know that I should talk to a trusted adult if a friend is making me unhappy or uncomfortable.• I can share how spending time with my family helps my wellbeing.• I can begin to talk about how to protect myself when the weather is hot (sun safety).• I can begin to talk about bullying as actions that are repeated and on purpose (several times on purpose STOP)• I can talk about some ways to keep an active lifestyle for good physical health and fitness.• I can say who I can talk to if my family members make me feel unhappy or unsafe.• I know we are all different but must all be treated with respect.• The difference between right and wrong.• Why we have rules and why they keep us safe.• Different people in the community that help keep us safe.• Who can help us in different places and situations.• How to respond safely to adults we don't know both in person and online.• What to do if we feel unsafe and worried/who do we tell and get advice from (family, school staff, 999 in emergencies).



YEAR 2		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> • I can explain how my background is important and is part of my unique identity (cultural heritage week) • I know that good hygiene can stop the spread of illness (hands and teeth). • I know families are important and that they provide protection and care. • I can talk about the issues that affect others and explain my role in helping. • I understand that not everyone has equal access to food. • I know the difference between a deliberate action and an accident. • I can talk about the different emotions and when we might feel them (zones of regulation). • I know what to say in an emergency, if I need to call for help. • I can discuss some of the ways to deal with common injuries (linked to basic first aid). • I know that caring friendships show mutual respect and kindness. • I know what a gender stereotype is and that these can be unfair. • I know that I should talk to a trusted adult if a friend is making me unhappy or uncomfortable. • Recognise, name and describe a range of feelings/emotions. 	<ul style="list-style-type: none"> • I know that caring friendships involve truthfulness. I know what it means to 'tell tales' and the consequences of this. • I know what it means to bully and how it affects others. • I know that I have to admit when something is my fault. • I know that there is always an alternative way to solve a problem and that violence is never right (caring friendships). • I know that celebrating our individual talents can support our positive mental health and wellbeing. • I can talk about how time spent outdoors supports my wellbeing. • I can talk about why it is important to respect others. • I know that I should stay close to a trusted adult when I am in places with people I do not know. • I know that we can have poor mental health, just like we have poor physical health. I can talk about what to do if I need help with my health. • I know what an allergy is and ways to help those with allergies. • I know that I should always talk to an adult if I know someone is unsafe, even if this is a 'secret' • I can name the people I should talk to if my family is making me feel unsafe. • I understand when I need to ask for permission from adults and why this is important. 	<ul style="list-style-type: none"> • I can talk about the boundaries I have with my peers to support our caring friendships. • I understand that we all experience a range of emotions and that it is normal (happiness, sadness, anger, fear, surprise and nervousness). • I can talk about the ways to protect myself when the weather is hot (sun safety). • I know that getting a good sleep helps me to learn and keep my body healthy. • I recognise, name and explain how to deal with feelings in a positive way. • I recognise how my wellbeing affects other people • The different things we need to do to keep our bodies healthy including eating healthy and having a healthy weight; • The importance of exercising daily; • The benefits of having a good night sleep and not having screen time especially before going to bed. • Limiting screen time. • Keeping safe in the sun, how to reduce the risk of sun damage and skin cancer. • Recognise, name and describe a range of feelings/emotions. • How different things/times/experiences can bring about different feelings for different people that we don't feel the same all of the time. • How feelings affect people in their bodies and their behaviour. • Recognise when we need help with our feelings we should ask for help, and how to do so. • To recognise what makes us special. That we are unique and identify what we are good at. • Managing feelings and seeking help.



YEAR 3		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> • I can discuss why celebrating our differences is important (tolerance, sharing traditions and talents, etc.).(cultural heritage week) • I can talk about how my choices make me feel. • I know why laws are made and enforced in our community (school rules, parliament). • I can understand what is meant by the term ‘respectful relationship’ and my role in one. • I understand the importance of personal hygiene and how handwashing can stop the spread of bacteria and viruses. • I understand that it is normal to have a range of emotions and experiences. (Zones of regulation). • I know the importance of self-care, including rest and spending time with friends and family. • I know that my mental health is important and a range of ways to support my mental wellbeing. • I understand all families have different characteristics, but we are based around love and care. • I understand that there are different reasons for people being homeless. • I understand the different reasons that cause people to go hungry. • I know that stereotypes are unfair and should be challenged so we learn about the true identity of a person. • I know that families are important for security and stability growing up. • I know where to go for advice for myself and others, and how to keep on trying until I am heard (Childline). • I can explain what the words ‘race’ and ‘racism’ mean that I understand the importance of respecting others. • I can list people and places that can support me when I need advice (school, online, etc.). • I understand how helping others benefits my own mental wellbeing and happiness. 	<ul style="list-style-type: none"> • I know why caring friendships are important in making us feel happy and secure. • I understand what self-respect is and how it links to our happiness. • I know that there is always alternative ways to solve a problem. • I know that I have the right to privacy and how to keep myself safe. • I can talk about why it is important to respect others, even when they are different beliefs to me (link to equalities). • I can be a team member by taking turns, explaining choices and making joint decisions (link to values of kindness). • I understand that each person’s body belongs to them and I can talk about the difference between appropriate and inappropriate. • I understand what constitutes a healthy lifestyle (including calories and nutritional content).(To be covered through DT eatwell plate) 	<ul style="list-style-type: none"> • I understand that bullying is repeatedly hurting someone on purpose, which is different that someone being unkind or rude. • I can understand other people’s feelings and give reasons for why they feel that way. • I can recognise and celebrate similarities and differences in mine and other caring families. • I understand what a caring friendship looks like and why someone might feel excluded. • I understand that even though medicine can help you, it can be misused. • I know how taking measured risks can benefit me (link to resilience). • To understand the term disabled and to know examples of common disabilities both hidden and apparent. • To recognise the achievements of disabled people through number of case studies: Paralympians, Helen Keller etc. • That we make adjustments to help disabled people across the full benefits of like and understand examples. • To understand that people can treat disabled people unfairly and discriminate against disabled people but that we must treat all people with respect.



YEAR 4		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> • I can describe different anti-social behaviours that have a negative impact on individuals and communities. • I know why it is important to clean my hands and how viruses are spread and how they can be treated. • I understand and respect that my role in the community might be different that others (family carer, support with a sick family member, chores etc.). • I can support other children in their learning by sharing my expertise. • I know that I can make a positive impact on homelessness through my actions. • I understand the different reasons that cause people to go hungry and can talk about ways to help those who need it. • I understand how lack of sleep can affect weight, mood and ability to learn. • I can explain the consequences of racist language and behaviour • I understand what respect looks like in a range of healthy relationships and can discuss the characteristics of healthy relationships. • I can begin to talk about the early signs of physical illness such as weight loss. • I understand the importance of giving clear instructions whilst making an emergency call. • I know that I should talk to a trusted adult if a friend is making me feel unhappy or uncomfortable. • Understanding the role money plays in people's lives. • Decision about spending money are based on budget, values and needs (money and well-being resource) 	<ul style="list-style-type: none"> • I can explain how my actions can affect those around me. • I can talk about the different types of bullying and understand that these behaviours are choices. • I know what things make me feel anxious or stressed and how to cope with these feelings. • I know that families have ups and downs like friendships, but that they should still provide love and safety. • I know that sometimes I need support to overcome the obstacles in life. • I understand that taking risks may have a positive and negative outcome. • I know that celebrating our individual talents can support our positive mental health (link to wellbeing). • I know that we have the right to privacy but that you should never keep a secret about someone who is being unsafe or is in danger. • I can talk about why it is important to respect others and know that stereotypes are not true representatives of groups and should be challenged. • I can understand that healthy friendships are positive and welcoming towards others, and do not make others feel excluded. • I can talk about science relating to allergies, immunisation and vaccinations. • I know that being safe from abuse and neglect is my right. I know where to go to report things that concern me.(Childline) 	<ul style="list-style-type: none"> • I understand the principles of planning and preparing a range of healthy meals.(To be covered in DT through the eatwell plate) • I understand when we feel remorse. • I know that there are times when I might feel isolated or lonely and how to seek support. (wellbeing). • I can show respect to any adult, including those whose opinions differ from mine. • I understand when I need to ask for permission from peers and friends and why this is important. • I understand the risks associated with legal substances, such as cigarettes (including vaping) and alcohol. • I can talk about some of the physical and emotional changes that happen for boys and girls during puberty. • Know why we have rules in our society to create a free, safe and fair society. To know that these rules come from these values and are followed because it is morally right and not to avoid being told off. (link to British Values) • To understand the value of voluntary and community service and the work of charities because this strengthens our society. To understand the importance of voluntary service and that not everyone does something for pay, but for the betterment of our society. The voluntary service can improve our mental health and happiness. • To understand the range of different national, regional and ethnic identifies in the UK. That we belong to some of these different groups. • I know the importance of personal hygiene and how I am responsible for this as I mature, to keep myself healthy.



YEAR 5		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> • I can appreciate the range of national, regional, religious and ethnic identities in our school.(cultural heritage week) • I can list different behaviours that show poor manners, and explain what we should do to show respect. (offering a seat, how to behave in public places, volume of voice etc.). • I understand the principles of planning and preparing a range of healthy meals and how this minimises risk of obesity and tooth decay. • I know how I can support others to be inclusive in my community. (kindness). • I know about the difference services available to people who are homeless. • I understand that poverty can take many forms and can affect those close to us. • I know that spreading rumours and sharing gossip can affect people’s perception of me and may betray trust and loyalty with friends. • I know how society is inclusive to ensure equality for all. (Inclusion through transport, access to public spaces, services etc.). • I can apply basic first aid when someone has a common injury and understand what to do if they have a head injury. • I understand that any family, regardless of how it is composed, provides stability and security for children as they grow up. • I understand what the words ‘Islamophobia’ and ‘Anti-Semitism’ mean and how this behaviour is offensive. • I know that spending time outdoors improves my mental wellbeing and happiness. 	<ul style="list-style-type: none"> • I know what to do when I feel pressured to behave in a risky or unacceptable way. • I recognise, name and explain how to support others with their mental health and wellbeing. • I can discuss the importance of good quality sleep and how it could affect my weight, mood and ability to learn. • I can identify obstacles I may encounter when trying to achieve a goal. • I know how taking risks can benefit me in different situations. • I can share strategies for positive mental wellbeing to support others in achieving their goals. • I know that I have the right to speak out about any adult that makes me feel unsafe. I can list trusted people and organisations I can turn to.(childline) • I can plan a healthy diet, including nutritional content and calories. • I know that having ill mental health is common and can talk about what support is available. 	<ul style="list-style-type: none"> • I know that I have to admit when something is my fault. • I know that our differences are importance (gender, religion, culture etc.). • I can empathise with others and understand why they might behave in a certain way. • I know some key facts about the physical and emotional changes that happen as an adolescent body changes. • I understand the characteristics of a poor diet and the effects of poor eating (obesity, tooth decay, etc.). • I know where to seek support if I experience isolation or loneliness to support me with managing my mental health. • I can recognise when a friendship is making me feel unhappy and how to seek advice, if needed. • I can discuss how being celebrated by others makes me feel.(link to wellbeing) • I understand that people will make a judgement about me and the groups that I belong to, based on my behaviour in public. • I can understand that most friendships have ups and downs and that they can be worked on and strengthened. • To know what democracy is, that we hold elections and understand the value of voting. • To know the roles of the monarch, Prime Minister, leader of the opposition, (who they are at this time), Members of Parliament and political parties in the UK’s constitutional democracy. To understand how we vote for politicians and why. • To understand the liberties enjoyed by the citizens of the United Kingdom and that we have rights and responsibilities as citizens. • To know the importance of rules in our society to make it safe and fair, and the role of the police and courts to help promote the rule of law. To understand that this is morally the right thing to do so and not just to avoid being punished. • That we should abide by the law to make our society safe and fair. • To know that in some societies, past and present, citizens did/do not enjoy democracy or liberty. • To understand that pressure groups exist to bring about change but they can often have a biased view.

		<ul style="list-style-type: none">• To understand that we should respect/accept democratic decisions and understand that we do not use violence to make changes to our society but make changes through the democratic process.
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YEAR 6		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> ● I can empathise with the behaviour others, understanding that their actions may be influenced by their mental wellbeing. ● I understand how my community supports families and individuals in poverty. ● I understand what ‘invisible homelessness’ means (right to healthy food). ● I know that there are times when I might feel inadequate and how to talk about this. (make links to body image, peer groups, learning). ● I understand how people’s circumstances can change after being homeless. ● I know some key facts about the physical and emotion changes that happen as the adolescent body changes I understand how the male and female body changes during puberty. ● I know the importance of physical hygiene during puberty and who I can talk to for support. ● I can explain the characteristics and mental and physical benefits of an active lifestyle. ● Being a critical consumer. ● Understand the impact money can have on emotional well being. ● Know what it means to be critical consumer. (money and well-being resource) ● That friendships may change as they grow and how to manage this. 	<ul style="list-style-type: none"> ● I know that some stress is expected and how to judge when my behaviour is appropriate or proportionate. ● I can identify when I am feeling stressed and use a range of strategies to improve my own mental health and wellbeing. ● I know that my characteristics make me who I am. (link to wellbeing and identity and self-worth) ● I can use mindfulness techniques to help relieve stress and anxiety (yoga, meditation, reflection). ● I can talk about why it is important to respect others, including those in positions of authority. ● I know some self-care techniques, such as the importance and benefits of hobbies and interests. ● I understand that as I become more independent, I must show respects to others, even our opinions differ. ● I can assess the decisions I have made and adapt my behaviour for the future. ● I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● I can discuss the facts relating to immunisation and vaccinations. ● I understand that families go through difficulties however they should still be based in love and protection. ● I know where to turn to if I feel unhappy or unsafe within my family relationships. I know I have the right to be protected from violence and neglect. ● I know where to seek support, advice and/or report concerns if I am worried about my own or others safety. ● 	<ul style="list-style-type: none"> ● I understand the consequences of carrying a knife. ● I understand the dangers of joining a gang. ● I can know how to make a positive start to the next chapter of my life (secondary transition). ● I know different strategies for making friends in new situations (secondary transitions). ● I understand the dangers of taking legal and illegal drugs and the risks associated (including vaping). ● I can discuss strategies that will keep me safe if I am approached and feel pressured to do something (by unfamiliar adults and other peer groups; contextual drug “runners”). ● I can recognise who to trust and how to manage situations that make me feel uncomfortable (make links to county lines and peer pressure from friends/friends of friends). ● That there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). ● That the stable, caring relationships, which maybe of different types, are at the heart of happy families and are important to us as we grow up. ● There are lots of different types of families which are all equal of respect and valid in law. That we respect different types of family structures (including single parents, same-sex parents, step-parents, foster parents); that all types can give members love, security and stability. ● That marriage (both opposite sex and same sex couples) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● That forcing someone to marry against their will is a crime; ● That certain groups who have protected characteristics are more likely to suffer discrimination but have protections by law to avoid them being discriminated against. ● That we act respectfully to members of all groups in society and particularly those with protected characteristics. ● How growing up and becoming more independent comes with increased opportunities and responsibilities.

		<ul style="list-style-type: none">● To understand that some people are treated less well because of their characteristics/backgrounds and that this is both wrong and illegal. To know we are to be respectful to all, irrespective of their backgrounds.● Healthy and unhealthy relationships and how to spot this: gang culture and knife crime, coercive relationships.● How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice about growing up and changing.
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